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CONTEMPORARY METHODS OF TEACHING ENGLISH IN NON-PHILOSCIPLINARY HIGHER EDUCATION INSTITUTIONS

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Abstract. This article examines contemporary approaches and methods of teaching English in non-philological higher education institutions. Particular attention is paid to developing communicative competence in students majoring in non-linguistic fields, the implementation of digital technologies, and the use of ESP (English for Specific Purposes), blended learning, and task-based learning. The main challenges of teaching English to students majoring in engineering, economics, medicine, and technical fields are analyzed. The study demonstrates that the integration of professionally oriented learning, interactive technologies, and a communicative approach significantly improves the effectiveness of the educational process and student motivation. The results of the study can be used in developing modern curricula and improving foreign language teaching methods in non-philological universities.

Keywords: English language, non-philological universities, ESP, communicative competence, digital technologies, blended learning, TESOL, professionally oriented learning, innovative methods.

Аннотация. В статье рассматриваются современные подходы и методы преподавания английского языка в нефилологических высших учебных заведениях. Особое внимание уделяется проблемам формирования коммуникативной компетенции студентов неязыковых специальностей, внедрению цифровых технологий, использованию методов ESP (English for Specific Purposes), blended learning и task-based learning. Анализируются основные трудности преподавания английского языка студентам инженерных, экономических, медицинских и технических направлений подготовки. Исследование показывает, что интеграция профессионально-ориентированного обучения, интерактивных технологий и коммуникативного подхода значительно повышает эффективность образовательного процесса и мотивацию студентов. Результаты исследования могут быть использованы в разработке современных учебных программ и совершенствовании методики преподавания иностранных языков в вузах нефилологического профиля.

Ключевые слова: английский язык, нефилологические вузы, ESP, коммуникативная компетенция, цифровые технологии, blended learning,

TESOL, профессионально-ориентированное обучение, инновационные методы.

Annotatsiya. Ushbu maqolada nofilologik oliy ta'lim muassasalarida ingliz tilini o'qitishning zamonaviy yondashuvlari va usullari ko'rib chiqiladi. Nofilologik sohalarda tahsil olayotgan talabalarda kommunikativ kompetentsiyani rivojlantirishga, raqamli texnologiyalarni joriy etishga va ESP (English for Specific Purposes), aralash o'qitishga asoslangan o'qitishdan foydalanishga qaratilgan. Muhandislik, iqtisodiyot, tibbiyot va texnik sohalarda tahsil olayotgan talabalarga ingliz tilini o'qitishning asosiy qiyinchiliklari tahlil qilinadi. Tadqiqot shuni ko'rsatadiki, mutahassislikkal yo'naltirilgan o'qitish, interaktiv texnologiyalar va kommunikativ yondashuvning integratsiyasi ta'lim jarayonining samaradorligini va talabalarning motivatsiyasini sezilarli darajada yaxshilaydi. Tadqiqot natijalaridan filologiyaga oid bo'lmagan universitetlarda zamonaviy o'quv dasturlarini ishlab chiqish va chet tillarini o'qitish usullarini takomillashtirishda foydalanish mumkin.

Kalit so'zlar: ingliz tili, filologiyaga oid bo'lmagan universitetlar, ESP, kommunikativ kompetensiya, raqamli texnologiyalar, aralash ta'lim, TESOL, professional yo'naltirilgan ta'lim, innovatsion usullar.

INTRODUCTION.

In the context of globalization and the rapid development of international cooperation, proficiency in English is becoming a prerequisite for the professional competitiveness of specialists in various fields. In modern non-philological universities, English is viewed not only as a general educational subject but also as an important tool for professional communication.

Traditional methods of teaching foreign languages, based primarily on the grammar-translation approach, no longer meet the requirements of the modern educational environment. Today, the primary goal of teaching English is to develop students' communicative competence and professional communication skills.

The problem of teaching English in non-philological universities is becoming especially pressing, as students in technical, medical, economics, and engineering fields face limited class hours, low motivation, and insufficient language proficiency. This necessitates the implementation of innovative pedagogical technologies and modern teaching methods.

METHODS.

English language teaching methods at non-philological universities are based on the following pedagogical approaches: communicative approach; competence-based approach; professionally-oriented learning; task-based learning; blended learning; student-centered learning.

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The main goal of teaching is to develop students' ability to use English in professional and academic activities. Unlike philological programs, non-philological universities emphasize practical application of the language in a professional environment rather than an in-depth study of the linguistic system.

One of the main features is a focus on the professional needs of students. In today's environment, the ESP (English for Specific Purposes) methodology is widely used. For example: English for Engineers; Medical English; Business English; Technical English.

Blended learning is a combination of traditional and online learning. Benefits of blended learning are flexibility, individualization of learning, access to educational resources, development of student autonomy.

The most popular platforms are Moodle, Google Classroom, Quizlet, Kahoot, Padlet.

Digital technologies make the learning process more interactive and motivating.

RESULTS AND DISCUSSION.

Teaching English at non-philological universities is effective using interactive methods. These methods allow students to develop their thinking, receive and convey information in English, gain new knowledge of the English language, follow scientific developments in their field, and keep up with the latest news, thereby broadening their horizons. Students find it interesting and rewarding to work on topics relevant to their profession. To do this, students must first learn the meaning, pronunciation, and usage of new words or terms found in the text. Interactive methods are helpful in this regard. For example, the chain training method. Students, upon hearing the sound of a new word or term, pronounce a well-remembered word with a translation, and the next student returns their word without a translation and adds another learned word. The game thus continues until the last student speaks, whose word order can help the student repeating the words pronounce the word only in Uzbek or Russian. If they fail to pronounce it, they are eliminated from the game. This game helps students memorize new words more easily and with greater interest.

And we can recommend another method that the group is divided into small groups of 2-3 people, who maintain a pace and establish settings using the "broken phone" game. In this case, the student in the lead composes a sentence using the new words and phrases and whispers it into the ear of the student behind them, who then whispers it into the ear of the next student, and so on. This continues until the last student is reached. The main goal of the game is to work together as a team and strive for each student to fully understand and feel responsible for delivering the message. Through understanding and delivering, they learn

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significantly more information. The winner is the group that is first to accurately convey their opinion. Now it will be much easier to work with groups that have already mastered the words. Students listen to the text as an audio recording and follow it up in writing. The teacher listens to the audio recording a second time if new words are missing in the same text. The student must both listen and fill in the blanks without looking at anything. The results of this practical work are reviewed by all students in the group and corrected for errors. The text is now divided into groups, each divided into two or three parts.

CONCLUSION.

Thus, modern English language teaching methods in non-philological higher education institutions are focused on developing students' professional and communicative competence. In the context of digitalization of education, innovative technologies, the ESP approach, blended learning, and communicative teaching methods are particularly important.

The integration of professionally oriented content and modern pedagogical technologies significantly improves the effectiveness of English language teaching and prepares competitive specialists for the international labor market.

Prospects for further research include exploring the potential of artificial intelligence, virtual reality, and adaptive educational platforms in teaching English to students majoring in non-philological fields.

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